Creating a Positive Learning Environment

ⓒ

Creating a Positive Learning Environment

ⓒ

Webster Dictionary defines "environment" as the complex of physical, chemical, and biotic factors (as climate, soil, and living things) that act upon an organism or an ecological community and ultimately determine its form and survival.

Creating a Positive Learning Environment

ⓒ

❑ You are responsible for creating a positive learning environment for your students.

❑ Requires thoughtful planning and strategic thinking.

What is a positive learning environment?

What is a positive learning environment?

According to Rena Palloff and Keith Pratt, authors of Building Learning Communities in Cyber Space: Effective Strategies for the online Classroom, A positive learning environment is made up of a "Community in which people are joined together by mutual interest to intensively examine a particular theme, are able to learn together and exchange existing knowledge and work on aspects of problem solving together."

Characteristics of a Positive Learning Environment

A positive learning environment is described as :
- Interactive
- Dynamic
- Objective-based
- Value-centered
- Promotes active learning
- Creative
- Respectful
- Engaging

Why it is important to create a positive learning environment?

❧

❑ Creating a positive learning environment will allow your students to feel:
  ❑ Comfortable
  ❑ Safe
  ❑ Engaged

Forces within the learning environment

❧

The learning environment is a result of the interaction of many components including:
❑ Instructor behavior
❑ Student behavior
❑ Policies
❑ Community characteristics
❑ Much more

Objective

❧

Given a scenario involving specific student behavior(s) being displayed in a classroom situation, determine the appropriate course of action for the instructor to take that will result in him or her maintaining a positive and professional learning environment.

Overview of Main Points (MP)

☙

MP 1: How to create the learning climate.
MP 2: Define and Identify disruptive behavior.
MP 3: Managing diversity in the classroom.

Creating a positive learning environment

☙

According to Larry Nolan Davis, author of Planning, Conducting and Evaluating Workshops, "The first few minutes of the training are the most crucial.

If you cannot always produce a positive attitude toward learning, you should at least attempt to ensure that you are not the cause of a negative one."

The Learning Climate

☙

Robert Mager, an expert on training and human performance improvement issues, believes "The learning climate should be arranged in such a way that the participant is in the presence of as many pleasant conditions as possible and as few as possible unpleasant ones."

Steps to create a positive learning environment

Before the session:
- ❑ **Prepare training materials and handouts in advance**
- ❑ **Arrange Room Set-Up**
- ❑ **Greeting Students**

Steps to create a positive learning environment

- ❑ **Getting Everyone Comfortable**
- ❑ **Spelling Out the Ground Rules**
- ❑ **Warming Up**

Steps to create a positive learning environment

During the Session:
- ❑ Before each break, briefly review major points and your plans for the work immediately following the break.
- ❑ Occasionally, poll the group to determine the relevance of the materials you are presenting.
- ❑ Model climate-setting instructions.
- ❑ Occasionally, move between groups during class discussions to encourage openness and a relaxed atmosphere.
- ❑ Early in the lesson, describe your role as guide and facilitator.
- ❑ Tell participants that, while you have ideas to present, you are interested in their ideas as well.
- ❑ Describe the objectives for the lesson and provide an idea of how time will be managed.
- ❑ Let participants know whether you prefer them to hold questions until the end of the lesson or ask questions as they come to mind.
- ❑ Stay on track and on time with the lesson plan.

Steps to create a positive learning environment

After the Session:
- Answer student questions.
- Follow up on student requests.
- Be available for the students.
- Objectively review student feedback.
- Look for improvement areas.

_____

_____

_____

_____

_____

_____

_____

_____

Managing Disruptive Behaviors

- Have you ever observed or dealt with disruptive behavior in other training courses?
- How were they handled?
- How did these situations make you feel?
- Were you uncomfortable?
- Are you worried about encountering disruptive behavior when you teach?

_____

_____

_____

_____

_____

_____

_____

_____

Disruptive Behavior

- Why is it important to deal with disruptive behavior?
- Dealing effectively with disruptive behavior is the instructor's responsibility.
- Our goal for you is to be able to manage potential problems that could occur and cause a disturbance in the learning environment.

_____

_____

_____

_____

_____

_____

_____

_____

What is Disruptive Behavior?

According to Alexis Aiger, author of What is Disruptive Behavior in the Classroom, "What one instructor considers disruptive, another instructor may not. No set criteria or definition exists to determine which behavior qualifies as disruptive. However, some behaviors generally qualify as unacceptable no matter which instructor manages the classroom."

Types of Disruptive Behavior

- ❑ Disruptive classroom behaviors include:
  - ❑ Aggressive behaviors
  - ❑ Defiant behaviors
  - ❑ Social disruptions
- ❑ Aggressive behaviors include intimidating peers, engaging in physical altercations or damaging property.
- ❑ Defiant behaviors include blatant and sometimes vocal disregard of rules, as well as devaluing the teacher's expertise and judgment.
- ❑ Social disruptions include interrupting discussions with off-topic information or engaging in private conversations

Disruptive Behavior

The most common problems you may encounter in the classroom:
- ❑ Everyone looks bored.
- ❑ Everyone will not participate.
- ❑ One or two people dominate the class.
- ❑ Ramblers monopolize the discussion.
- ❑ Cell phones or beepers interrupt the class.

Disruptive Behavior

❦

- ❑ Someone gets angry in class.
- ❑ Two students begin arguing.
- ❑ Interruptions may occur.
- ❑ Students have different knowledge levels.
- ❑ Students return late from break or lunch.
- ❑ Students have legs/feet up on desk/tables.
- ❑ Students having sidebar conversations.
- ❑ Students questioning your credibility.

Disruptive Behaviors

❦

What do you do when you are confronted with these types of behaviors?

Managing Diversity in the Classroom

❦

Diversity comes in many forms.

Diversity in the Classroom

Factors of diversity impact how students interact and respond to others in the classroom environment.

Examples:
- ❑ Customs
- ❑ Cultures

Tips on How to Manage Diversity

- ❑ Prepare yourself and your materials.
- ❑ Display the objectives and agenda and stay in control of the course objectives.
- ❑ know your audience and maintain contacts with students.
- ❑ Show the participants what you want them to do.
- ❑ Employ a variety of teaching strategies to address different learning styles.
- ❑ Consider diversity in learning styles and educational histories.
- ❑ Use simple language and concrete examples.
- ❑ Learn names and correct pronunciation of students .
- ❑ Encourage students to share their backgrounds, experiences, and how things may be different in their culture.
- ❑ Maintain respect for every person in the classroom.
- ❑ Demonstrate consideration or acceptance of various perspectives.

Consequences of not Managing Diversity and Disruptive Behaviors

- ❧ Student
- ❧ Instructor
- ❧ BLM

Conclusion

Terminal Objective

Given a scenario involving specific student behavior(s) being displayed in a classroom situation, determine the appropriate course of action for the instructor to take that will result in him or her maintaining a positive and professional learning environment.

Route

MP 1: How to create the learning climate.
MP 2: Define and identify disruptive behavior.
MP 3: Managing diversity in the classroom.

Summary & Close